

# Scope and Sequence for Superkids

	Kindergarten		First Grade		Second Grade	
	<i>Meet the Superkids</i>	<i>Superkids' Club</i>	<i>Adventures of the Superkids</i>	<i>More Adventures of the Superkids</i>	<i>The Superkids Hit Second Grade</i>	<i>The Superkids Take Off</i>
<b>ACCESSING SKILLS</b>						
<b>Print and Book Awareness</b> ( <i>See also Letter Recognition.</i> )						
Recognize print in the environment	•	•				
Understand that print has meaning	•	•	•	•	•	•
Observe teacher's book handling skills	•	•	•	•	•	•
Handle a book properly	•	•	•	•	•	•
Identify parts of a book	•	•	•	•	•	•
Track print and illustrations from left to right and top to bottom	•	•	•	•	•	•
Relate print and spoken words	•	•	•	•	•	•
Recognize own name	•	•	•	•		
Recognize that words are made up of letters	•	•				
Distinguish words and spaces in sentences	•	•				
Recognize that sentences are made up of words	•	•				
Recognize sentences	•	•				
Develop a positive attitude about reading	•	•	•	•	•	•
Understand that the same word is always spelled with the same letters	•					
Recognize capital letters and end punctuation in sentences	•	•	•	•	•	•
Understand relationship between print and pictures	•	•	•	•	•	•
Recognize text features. <i>See Comprehension.</i>						
Recognize and distinguish between types of sentences. <i>See Grammar, Usage, and Mechanics.</i>						
Understand use of speech and thought balloons	•	•	•			
Understand dialogue. <i>See Comprehension.</i>						

<b>Letter Recognition</b>						
Distinguish between letters	•	•				
Identify capital and lowercase letters	•	•				
Match letters	•	•				
Compare the shapes of letters	•	•				
Identify vowels and consonants	•	•				
Know order of alphabet. <i>See Study and Research Skills.</i>						

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<b>Phonological Awareness</b>						
Recognize and produce rhyming words	•	•	•	•	•	•
Participate in rhyming games and activities	•	•	•	•	•	•
Count, pronounce, blend, and segment word parts or syllables in spoken words	•	•				
Blend and segment onsets and rimes of single-syllable spoken words	•	•				
Isolate and pronounce the initial, medial-vowel, and final sounds in three-phoneme (CVC) words	•	•	•	•		
Add or substitute individual sounds in one-syllable words to make new words	•	•				

<b>Phonemic Awareness</b>						
Identify same and different beginning sounds in words	•	•				
Identify beginning sounds in words	•	•	•	•	•	•
Identify same and different ending sounds in words	•	•				
Identify ending sounds in words	•	•	•	•	•	•
Identify and produce rhyming words. <i>See</i> Phonological Awareness.						
Associate picture names with initial, medial, or final sounds	•	•	•	•	•	•
Distinguish between initial, final, or medial sounds in words	•	•	•	•	•	•
Identify medial sounds in words	•	•	•	•	•	•
Manipulate sounds in words (add and substitute sounds)	•	•				

<b>Phonics</b>						
Associate single consonant letters with consonant sounds	•	•	•	•	•	•
Associate vowels with short-vowel sounds	•	•	•	•	•	•
Identify rhyming words. <i>See</i> Phonological Awareness.						
Blend sounds for pairs of letters	•					
Associate double consonant letters with consonant sounds	•	•				
Blend sounds to decode words	•	•	•	•	•	•
Read rhyming words	•	•	•	•	•	•

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Blend sounds to decode words in word families	•	•	•	•	•	•
Discriminate between similar words	•	•	•	•	•	•
Associate consonant digraphs with sounds		•	•	•	•	•
Associate <i>r</i> -controlled vowels with sounds			•	•	•	•
Associate verb endings ( <i>-ed</i> , <i>-ing</i> ) with sounds. <i>See also</i> Structural Analysis.			•	•	•	•
Associate vowels with long-vowel sounds			•	•	•	•
Identify and mark short and long vowels			•	•	•	•
Use consonant and vowel patterns to decode words (CVC, CVCC, VC, CV, CVCe, CVVC)			•	•	•	•
Associate vowel digraphs with sounds			•	•	•	•
Read “trickers” with unusual word patterns				•	•	•
Associate vowel diphthongs with sounds				•	•	•
Read words with silent consonants ( <i>wr/r</i> , <i>gn/n</i> , <i>igh/i</i> , <i>kn/n</i> , <i>mb/m</i> , <i>t</i> in <i>t</i> le, <i>c</i> in <i>s</i> cle)					•	•
Read syllables ( <i>-tion</i> , <i>-ness</i> , <i>-less</i> )					•	•

Structural Analysis						
Read nouns with plural endings	•	•	•	•	•	•
Read verbs with inflectional endings	•	•	•	•	•	•
Read contractions		•	•	•	•	•
Understand abbreviations and titles ( <i>vet</i> , <i>Dr.</i> , <i>TV</i> , <i>Mrs.</i> , <i>Mr.</i> , <i>Ms.</i> , <i>Chief</i> )		•	•	•	•	•
Read possessives		•	•	•	•	•
Use smaller words to read and understand compound words		•	•	•	•	•
Read words with prefixes and suffixes. <i>See also</i> Read verbs with inflectional endings.			•	•	•	•
Identify base words in words with endings			•	•	•	•
Read comparative and superlative adjectives			•	•	•	•
Use word parts or syllables to read longer words			•	•	•	•
Read adjectives with endings <i>-y</i> , <i>-ful</i>				•	•	•
Read adverbs with ending <i>-ly</i>				•	•	•

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<b>PROCESSING SKILLS</b>						
<b>Vocabulary</b>						
Understand and discuss words and phrases	•	•	•	•	•	•
Understand vocabulary in stories, poems, and other readings	•	•	•	•	•	•
Understand words important to concept or text	•	•	•	•	•	•
Use new words in a variety of contexts	•	•	•	•	•	•
Classify and categorize pictures or words	•	•	•	•	•	•
Identify colors ( <i>red, blue, yellow, green, purple, black, brown, orange, white, pink</i> )	•					
Understand position words ( <i>over, under, across, above, below, in, on, around, up, down, top, middle, bottom, left, right, in front of, in back of, next to, behind, between</i> )	•	•				
Understand parts of speech. <i>See Grammar, Usage, and Mechanics.</i>						
Understand sequence words ( <i>first, next, last</i> )	•	•	•	•	•	•
Identify shapes ( <i>dot, line, circle, square, an X, rectangle, arrow, triangle</i> )	•					
Understand idioms and figurative language	•	•	•	•	•	•
Understand homonyms, including homophones, homographs, and multiple-meaning words	•	•	•	•	•	•
Identify rebuses	•	•	•	•		
Recognize and understand high-frequency words (Memory Words)	•	•	•	•	•	•
Use context clues	•	•	•	•	•	•
Understand antonyms and synonyms	•	•	•	•	•	•
Examine word usage and effectiveness. <i>See Author's Craft.</i>						
Discuss onomatopoeia. <i>See Comprehension.</i>						
Use graphic organizers to group, study, and retain vocabulary. <i>See Study and Research Skills.</i>						
Understand similes, metaphors, and personification. <i>See Author's Craft.</i>						

<b>Comprehension</b>						
<b>Comprehension Strategies</b>						
Use prior knowledge	•	•	•	•	•	•
Answer questions about a story, poem, or informational text	•	•	•	•	•	•
Generate questions (to distinguish between reality and fantasy, to make and confirm predictions, to determine important ideas)	•	•	•	•	•	•
Recognize text structure	•	•	•	•	•	•

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Visualize	•	•	•	•	•	•
Monitor comprehension and use fix-up tips (reread, read ahead, look at the pictures, think about what makes sense, ask for help)	•	•	•	•	•	•
Summarize	•	•	•	•	•	•
Use graphic organizers. <i>See Study and Research Skills.</i>						

Comprehension Skills						
Follow oral directions. <i>See Listening.</i>						
Set a purpose for listening or reading	•	•	•	•	•	•
Preview text	•	•	•	•	•	•
Recognize text features	•	•	•	•	•	•
Make and confirm predictions	•	•	•	•	•	•
Understand characters	•	•	•	•	•	•
Connect text to self or experience	•	•	•	•	•	•
Sequence events or steps	•	•	•	•	•	•
Understand story structure. <i>See Recognize plot.</i>						
Recall details	•	•	•	•	•	•
Retell stories or main ideas	•	•	•	•	•	•
Draw and support conclusions	•	•	•	•	•	•
Make inferences. <i>See Draw and support conclusions.</i>						
Determine cause and effect	•	•	•	•	•	•
Respond to text	•	•	•	•	•	•
Use pictures	•	•	•	•	•	•
Compare and contrast texts or pictures	•	•	•	•	•	•
Distinguish between reality and fantasy	•	•	•	•	•	•
Determine important ideas	•	•	•	•	•	•
Recognize plot (problem and solution; beginning, middle, end)	•	•	•	•	•	•
Identify main idea and supporting details	•	•	•	•	•	•
Demonstrate learning through productions and displays	•	•	•	•	•	•
Identify lesson(s) taught by a story, play, or fable	•	•	•	•	•	•
Identify and distinguish between genres (fiction, nonfiction, realistic story, fantasy, poetry, directions)	•	•	•	•	•	•
Understand setting and its importance	•	•	•	•	•	•
Understand idioms, descriptive language, and figurative language. <i>See Vocabulary and Author's Craft.</i>						
Give and support opinions	•	•	•	•	•	•

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Associate pictures with words, sentences, or a story	•	•	•	•	•	•
Recognize rhythm, rhyme, and repetition	•	•	•	•	•	•
Recognize alliteration	•	•	•	•	•	•
Recognize patterns in text	•	•	•	•	•	•
Recognize onomatopoeia		•	•	•	•	•
Recognize and understand dialogue		•	•	•	•	•
Distinguish between fact and opinion					•	•
Identify author's purpose(s)					•	•
Identify conventions of informational texts					•	•
Interpret information from graphs, diagrams, and charts. <i>See Study and Research Skills.</i>						
Generate and analyze alternative endings					•	•

Fluency						
Read with accuracy	•	•	•	•	•	•
Read with expression	•	•	•	•	•	•
Read with appropriate stress	•	•	•	•	•	•
Read rhythmically	•	•	•	•	•	•
Read at an appropriate rate	•	•	•	•	•	•
Observe punctuation	•	•	•	•	•	•
Read with natural phrasing	•	•	•	•	•	•
Use proper pitch and volume	•	•	•	•	•	•
Use typographical clues			•	•	•	•

Study and Research Skills						
Identify parts of a book. <i>See Print and Book Awareness.</i>						
Record knowledge of a topic and demonstrate learning in various ways	•	•	•	•	•	•
Practice test-taking skills	•	•	•	•	•	•
Generate questions for investigation. <i>See also Emergent/Expressive Writing.</i>	•	•	•	•	•	•
Use graphic organizers	•	•	•	•	•	•
Follow written directions		•	•	•	•	•
Interpret information from graphs, charts, and diagrams		•	•	•	•	•
Know and use alphabetical order		•	•	•	•	•
Use a table of contents			•	•	•	•
Use parts of a book to locate information			•	•	•	•

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Identify steps in directions			•	•	•	•
Use references and resources (dictionary, encyclopedia, nonfiction books, the Internet, maps)				•	•	•
Take notes from observations and sources and compile them into outlines, reports, summaries, and other texts				•	•	•
Use technology					•	•
Use multiple sources to locate information					•	•
Use strategies to clarify the accuracy of a text					•	•
Describe role of authors and illustrators					•	•
Locate and use important areas of the library or media center					•	•
Understand that the use of multimedia forms can influence audience					•	•
Know types of mass media					•	•

## EXPRESSIVE SKILLS

### Handwriting

*Using manuscript,*

Trace letter shapes	•	•				
Form capital and lowercase letters	•	•	•	•	•	

*Using cursive,*

Trace letter shapes						•
Form capital and lowercase letters						•
Connect letters correctly						•
Trace or write words and sentences	•	•	•	•	•	•
Write legibly	•	•	•	•	•	•
Use correct spacing and punctuation in sentences		•	•	•	•	•

## Response to Literature (See Comprehension and Emergent/Expressive Writing.)

### Emergent/Expressive Writing

Understand that writing is a way to communicate spoken language	•	•	•	•	•	•
Recognize that writing has different purposes	•	•	•	•	•	•
Attempt writing through drawing, scribbling, or writing words	•	•				
Attempt to write or write own name	•	•	•	•		

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Dictate or write words and complete sentences	•	•	•	•	•	•
Dictate, draw, or write in response to literature	•	•	•	•	•	•
Dictate or write for different purposes and audiences	•	•	•	•	•	•
Generate ideas before and during writing	•	•	•	•	•	•
Assess and revise own ideas during writing			•	•	•	•
Dictate or write expository texts (e.g., lists, facts, labels, posters, directions, friendly letters, reports)	•	•	•	•	•	•
Focus on a central idea	•	•	•	•	•	•
Dictate or write narrative texts (e.g., captions, story endings, stories, dialogue)	•	•	•	•	•	•
Use organizational structure	•	•	•	•	•	•
Contribute ideas in group writing	•	•	•	•	•	•
Dictate or write poetry and figurative language	•		•	•	•	•
Use repetition, rhythm, rhyme, and onomatopoeia	•	•	•	•	•	•
Dictate or write descriptions	•	•	•	•	•	•
Dictate or write questions of inquiry	•	•	•	•	•	•
Set a purpose for writing	•	•	•	•	•	•
Use effective word choice	•	•	•	•		•
Use correct capitalization and punctuation. <i>See Grammar, Usage, and Mechanics.</i>						
Use conventional spelling of familiar words. <i>See Spelling.</i>						
Add details to pictures or sentences		•	•	•	•	•
Dictate or write persuasive texts (e.g., reviews, opinions)		•	•	•	•	•
Use the writing process to plan, draft, revise, edit, and publish a story or report		•	•	•	•	•
Write a paragraph			•	•	•	•
Group related ideas and maintain a consistent focus			•	•	•	•
Use several sentences to elaborate upon an idea			•	•	•	•
Evaluate own and others' writing			•	•	•	•
Use published writing as models					•	•
Use technology to compose, edit, and publish texts					•	•
Use relevant details to provide reasons and examples					•	•
Write with a unique voice						•



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<b>Author's Craft</b>						
Appreciate and use precise word choice	•	•	•	•	•	•
Appreciate and use descriptive language, including vivid imagery			•	•	•	•
Appreciate and use figurative language, including similes, metaphors, personification, and symbolism	•	•	•	•	•	•
Read and understand familiar proverbs						•

<b>Grammar, Usage, and Mechanics</b>						
Understand adjectives (descriptive words)	•	•	•	•	•	•
Understand and use capitalization rules (first word in a sentence and greeting, proper nouns, pronoun <i>I</i> , titles, initials)	•	•	•	•	•	•
Recognize and use punctuation marks (period, question mark, exclamation mark, apostrophe, comma, quotation marks)	•	•	•	•	•	•
Recognize and distinguish between types of sentences (statements, questions, exclamations)	•	•	•	•	•	•
Understand and form regular and irregular plurals	•	•	•	•	•	•
Understand and use pronouns (antecedent-referent relationship)	•	•	•	•	•	•
Understand and form contractions		•	•	•	•	•
Understand abbreviations and titles ( <i>vet</i> , <i>Dr.</i> , <i>TV</i> , <i>Mrs.</i> , <i>Mr.</i> , <i>Ms.</i> , <i>Chief</i> ). See Structural Analysis.						
Recognize and form possessives		•	•	•	•	•
Understand and form compound words		•	•	•	•	•
Understand verbs and verb endings ( <i>-ed</i> , <i>-ing</i> , <i>-s</i> , <i>-es</i> )		•	•	•	•	•
Understand and form words with prefixes ( <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>mis-</i> , <i>over-</i> )		•	•	•	•	•
Understand and form words with suffixes ( <i>-er</i> , <i>-y</i> , <i>-ful</i> , <i>-ly</i> , <i>-or</i> ). See also Understand verbs and verb endings ( <i>-ed</i> , <i>-ing</i> , <i>-s</i> , <i>-es</i> ).		•	•	•	•	•
Understand and use conjunctions ( <i>and</i> , <i>or</i> , <i>but</i> )			•	•	•	•
Use verbs to understand time of action			•	•	•	•
Understand and form comparative and superlative adjectives (add <i>-er</i> , <i>-est</i> )			•	•	•	•
Distinguish between complete and incomplete sentences			•	•	•	•
Recognize and use correct word order in sentences			•	•	•	•

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Understand and use adverbs				•	•	
Understand past, present, and future tenses						•

Spelling						
Encode letters for initial, medial, or final sounds	•	•	•	•	•	•
Encode words using letter-sound knowledge	•	•	•	•	•	•
Spell high-frequency words (Memory Words)			•	•	•	•
Use spelling rules and patterns to encode words			•	•	•	•
Spell contractions			•	•	•	•
Encode words with inflectional endings, prefixes, and suffixes			•	•	•	•

Listening and Speaking						
Listening ( <i>See also</i> Phonological Awareness.)						
Listen and respond to a variety of oral presentations (stories, poems, songs, sharing by classmates)	•	•	•	•	•	•
Follow oral directions	•	•	•	•	•	•
Listen for details in a song	•	•	•	•		
Set a purpose for listening	•	•	•	•	•	•
Listen attentively and critically	•	•	•	•	•	•
Know listening preferences	•	•	•	•	•	•

Speaking						
Speak for different purposes	•	•	•	•	•	•
Describe personal experiences	•	•	•	•	•	•
Ask and answer questions. <i>See also</i> Comprehension Strategies.	•	•	•	•	•	•
Participate in discussions	•	•	•	•	•	•
Discuss pictures	•	•	•	•	•	•
Use language to communicate thoughts and ideas	•	•	•	•	•	•
Use basic conversation strategies	•	•	•	•	•	•
Retell and summarize stories. <i>See also</i> Comprehension.	•	•	•	•	•	•
Engage in dramatic activities (act out a story, demonstrate meaning of a word, role-play situations, and so on)	•	•	•	•	•	•

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Recite poems, rhymes, or songs	•	•	•	•	•	•
Answer riddles	•	•	•	•	•	•
Speak in complete sentences	•	•	•	•	•	•
Gain increasing control of grammar when speaking	•	•	•	•	•	•
Speak clearly with appropriate volume	•	•	•	•	•	•
Use verbal and nonverbal communication in effective ways	•	•	•	•	•	•
Use props to support spoken messages	•	•	•	•	•	•
Recount experiences in logical sequence	•	•	•	•	•	•
Connect experiences with others	•	•	•	•	•	•
Report on a topic with supportive facts and details				•	•	•
Paraphrase information given orally by others					•	•
Organize presentations to maintain a clear focus					•	•
Choose and adapt spoken language for audience, purpose, and occasion					•	•
Compare language and oral traditions (family stories) that reflect customs, regions, and cultures					•	•



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